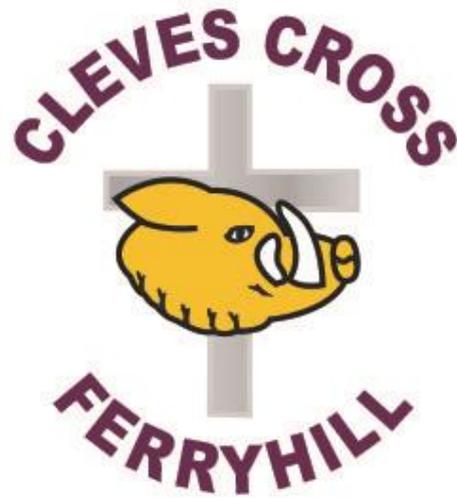


Cleves Cross Primary and Nursery School



Mental Health and Wellbeing policy

Policy Adopted: March 2021
Review Date: March 2023
Head Teacher: Mrs A Lazenby
Chair of Governors: Mr C Orton



A member of the Cleves Cross Learning Trust

Cleves Cross Primary and Nursery School
Mental Health and Emotional Wellbeing Policy

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1.0 Policy statement

At Cleves Cross Primary and Nursery School we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our Rights Respecting ethos and open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

Rights Respecting statement

By promoting and implementing this policy, we believe that we can ensure our children can access their Rights including:

Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 24 Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Cleves Cross' approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies.

3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill-health in pupils.
- Enable staff to understand how and when to access support when working with children with mental health issues.
- Provide the right support to pupils with mental health issues a know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and pupil welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

- Pastoral Staff
 - Mental Health Champion
- Designated Safeguarding Lead
 - PSHEe/RSE Coordinator
- SENCO

If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the SENCO/Pastoral Lead.

If there is a concern that the pupil is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5.0 Individual Support/Healthcare Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency (Health Care Plan)
- The role the school and specific staff

6.0 Teaching about mental health

The skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe are included as part of our RSHE curriculum.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum at all stages is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of childrens' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe.

7.0 Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, staff room, etc.) and through our communication channels (newsletters, parentapp, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure everyone understands:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

8.0 Sources of support at school and in the local community

School Based Support –

School Counsellor (through referral)

CAMHs (referral from school or through GP/parents)

Emotional Wellbeing Team (LA via referral from Senco)

School Nurse (referral from school or parents)

Therapeutic Programmes within school – Lego, Storywriting, Art therapy, Anxiety Gremlins, Getting Along, Time to Talk

Zones of Regulation programme (school wide)

Educate and Celebrate initiatives (school wide)

Anti-Bullying

Young Carers

Local Support

In Co Durham, there are a range of organisations and groups offering support, including the CAMHS partnership, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation. Regular updates are provided from the Volunteer Alliance signposting parents and Virtual Support Hub with further support that is available in the wider community.

9.0 Warning Signs

Staff may become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert a safeguarding lead (Mrs A Lazenby, Mrs C. Brentnall, Mrs J Atkinson)

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

10.0 Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.

Working closely with Children's Services, CAMHS and other agencies services to follow various protocols including assessment and referral.

Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems.

Discussing options for tackling these problems with the child and their parents/carers and agree an Individual Support/Healthcare Plan as the first stage of a 'stepped care' approach.

Providing a range of interventions that have been proven to be effective according to the child's needs.

Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur (given access times to outside agencies).

Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.

Provide young people with opportunities to build relationships, particularly those

who may find it difficult to seek support when they need it.

The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

11.0 Managing disclosures

If a pupil chooses to disclose concerns about themselves or a friend to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially on the pupil's CPOMS record, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared via CPOMS with relevant adults in school as needed e.g. DSL, SENCo, Pastoral Lead.

12.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a pupil to either someone within or outside of the school, then this will be first discussed with the pupil. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the pupil first, however, there may be instances when information must be shared, such as pupils who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague through CPOMS, this ensures one single member of staff isn't solely responsible for the pupil. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed unless a pupil gives us reason to believe that they are at risk, or there are child protection issues, then parents should not be informed, but the child protection procedures should be followed.

13.0 Whole school approach

13.1 Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – pupils, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's CPOMS record and an Individual Plan created if appropriate.

13.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, parentapp, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and

- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

14.0 Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves e.g. through reinforcement of the Zones of Regulation language and Rights Respecting Articles that link to our Charters.
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling – Zones and strategies to support them in understanding and dealing with emotions.

15.0 Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff and parents who wish to learn more about mental health. The MindEd learning portal, for example, provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Christine Brentnall (Staff development and Training Lead) who can also highlight sources of relevant training and support for individuals as needed.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is March 2023.

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Angela Hilton (Pastoral Lead)

Any personnel changes will be implemented immediately.



Mental Health & Emotional Support

for adults in County Durham

This is a great starting point to help you access support

Advice and self-help

NHS
Stressed, anxious or depressed? Or just want to feel happier your NHS is here to help.

Every Mind Matters
For expert advice and practical tips to help you look after your mental health and wellbeing.

The Recovery College Online
Providing a range of online courses and resources.

Mind
Resources from Mind can help find what's right for you and your family.

Rethink Mental Illness
Offer online support and some local groups.

Helplines and Webchats

Shout
Anxious? Worried? Stressed? Get 24/7 help from our team of Crisis Volunteers. Text 83258.

Samaritans
The Samaritans are there to listen.
116 123 24 hours a day, 365 days a year.

SANE
Sane and the SANEline offers one-to-one support for those times you feel you need it most.
07984 967 708

Calm Campaign against living miserably
Access the helpline to talk and find support.
0800 58 58 58 300 days a year.

TEWV Crisis line
24 hour service for people experiencing a mental health crisis.
0800 0516 171

If you are looking for more specific help

NHS Mental Health

Remember **GPs are available to help.**

You are not alone, we can get through this together.



Connecting to local support

Wellbeing for life
Helping you find what's around you and how to make the most of it.
0800 876 6887 Call free for expert advice.

ManHealth
Offering advice, peer workshops and a place to talk.
01388 320023

Talking Changes
A self-help, counselling and talking therapies service designed to help anyone with common mental health problems.
0191 333 3300

Time to Change Hub
A local social movement aiming to change the way people think and act about mental health.

Durham Locate
Durham County Council
Helping you to find support locally.

Accessing specialist Services

NHS 111
Answer questions about your mental health and find you support locally.

County Durham Together hub
Help when self-helping time is over.
03000 260 260

Community Floating Support Teams
Offering services for people with mental health issues who do not have a social worker or care coordinator to access support.
03000 269 071

Crisis Resolution and Intensive Home Treatment Teams
Providing specialist treatments and assessments from with a range of professionals 24/7.
03000 200 317

